Sandra Santos-Vizcaino Midterm Lesson Plan

July10, 2012 Instructor: Shakira Castronovo

Subject: Sustainability/Water

Description: Our planet Earth is 75% water. Less than 1% of water is “potable”, available for human consumption. Our bodies are 70% or more of water. People can survive for weeks and even months without food, but all living things on our planet need water. In these lessons, students discuss methods that can be used to conserve this critical resource.

Grade Level: 2nd grade

Student:

NYC Science Scope and Sequence:

Identify the basic needs of organisms to live and thrive: (air, **water**, food, shelter)

ELA Common Core Standards

Reading Standards for Informational Text 2.RIT.4

**1.** With prompting and support, ask and answer questions about key details in a text.

**2.** With prompting and support, identify the main topic and retell key details of a text.

Writing Standards 2.W.1 and 2.W.2

**2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and state an opinion. Use facts and develop points of view and provide a conclusding statement

Professional Development of Teacher:

Charlotte Danielson’s Framework for Teaching

Domain 1e: **Designing Coherent Instruction**

* Instructional materials and resources
* Lesson and unit structure

Domain 3b:**Using Questioning and Discussion Techniques**

• Quality of questions/prompts

* Discussion techniques
* Student participation

Time: Two to three lessons

Objectives:

1. Students will understand the need for water conservation.

2. Students will explore strategies to conserve water at home and in their community.

3. Students will learn easy ways to conserve water.

Materials:

1. A beach ball shaped like a globe or pillow.

2. Chart paper to tally results.

3. Notebooks for student work.

4. 2 cylinders or beakers

5. Water

6. Green food coloring

7. Post-its and markers

Procedure/Methods:

Part 1: How much of our Earth is water? About 45 minutes

1. (Infer or use of prior knowledge) The students will be asked the question "How much of the Earth is made up of water and how much of this water is available for us to use?' The students will be asked to write their answers in their science/social studies notebooks.

2. Move students to the meeting area and form a circle. The teacher will play a game with students. Each student will get a chance to gently toss the ball/pillow. The student receiving the toss will say what his right pointer finger lands on (soil or water). Results will be tallied on chart paper. After about 50 turns have students break and write in their notebook the interpretation of the data. As 2 to share their reflection when you bring them back to the rug.

3. Now demonstrate to the students the amount of water on Earth that is available for human consumption. Show the students a beaker filled with 100 mls of water and tell them it represents all the water on Earth. Pour most of the water into an empty container and label it salt water, pour 3 green dye drops. Explain to the students this container represents the 97% of water that makes up the world's oceans.

4. Now pour the rest of the water into the other clear container, and explain to the students that this represents the fresh water on the Earth, which is 3%. Label this bottle fresh water for human use over and over again.

Part 2: How Can People Conserve Water? About 45 minutes

Show the beakers again. Discuss the demonstration that was presented to them concerning the Earth's water. Explain to students the water supply that people can use is limited and must be conserved to ensure human, animal, and plant life. Ask them what they think we can do to conserve water in our communities?

1. Have students write some ideas on ways to conserve water in their notebooks.

2. Have students listen to the song “Someone is gonna use it after you”. <http://youtu.be/Y2BczRSGv_A> 

**Someone's Gonna Use It**

by John Forster & Tom Chapin

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When you stand at the sink did you ever think

About the water running down the drain?

That it used to be in the deep blue sea

And before that it was rain.

Then it turned to snow for an Eskimo

To use in a snowball fight,

Then it floated south 'til it reached your mouth

To help you brush your teeth tonight

*Someone's gonna use it after you.*

*Someone needs that water*

*When you're through.*

*'Cause the water, land and air,*

*These are things we've got to share.*

*Someone's gonna use it after you.*

When you sneeze like thunder

Did you ever wonder

If the air you set in motion

Might have helped to form a tropical storm

Way out in the Western Ocean?

Could have been blown out of

A blue whale's spout

As he dove beneath the seas

And now that air is in your care

'Til you're finished with your Snee-Ah-Ah-Ah

*Someone's gonna use it, AHCHOO!*

*Someone needs to breathe it*

*When you're through.*

*'Cause the water, land and air,*

*These are things we've got to share.*

*Someone's gonna use it after you.*

Like a wheel the world is turning,

Forest green and sky of blue.

It will turn that way forever

As the old is born anew...

*Someone's gonna use it after you.*

*So leave it as you'd like it*

*When you're through.*

*'Cause the water, land and air,*

*These are things we've got to share.*

*Someone's gonna use it after you.*

3. Have students express their ideas that they have written down in their notebooks on water conservation and express their views on the song. For Home work they will create an information poster. Discuss rubric.

Part 3: People! You have to conserve Water! About 45 minutes share gallery.

Assessment: The students will discuss the importance of conserving water and techniques for reducing water use in school or at home. They will make a poster illustrating their idea and the importance of conservation. A rubric will be provided for the students.

10 points total ✔

**Informational Poster Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teacher evaluation ✔ | Buddy evaluation ✔ | Self evaluation ✔ |
| Provided in-depth topic coverage for conservation. Point- of-view clearly given. |  |  |  |
| Clear explanations and reasons for conclusions given. |  |  |  |
| Poster makes sense and is easy to follow, well organized and clearly presented with pictures |  |  |  |
| Student grade appropriate spelling and grammar/ use of word walls and spelling techniques |  |

**How do you feel about the work you produced? What did you learn while producing this work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**